



Dillon 3 School District

205 King Street
Latta, South Carolina

Grades	PK-12 District	
Enrollment	1,657 Students	
Superintendent	Dr. John M. Kirby, Jr.	843-752-7101
Board Chair	Betty Jo Johnson	843-774-1412

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Good
2009	Below Average	At-Risk
2008	Average	Good
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

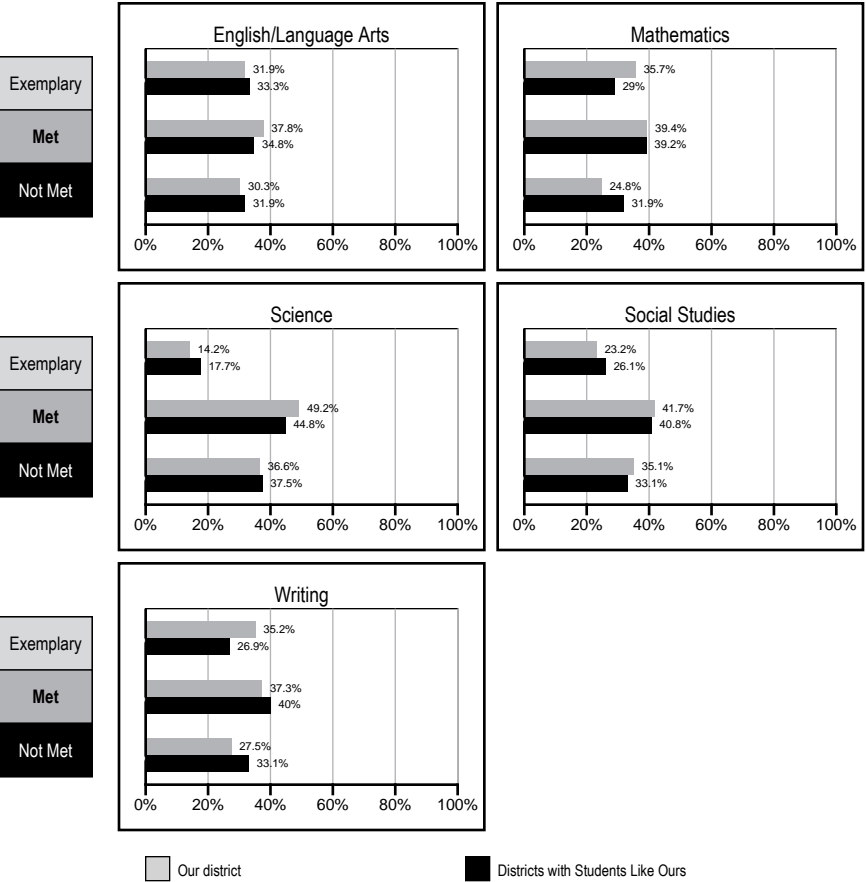
97.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	3	14	5	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	89.7%	80.2%	83.3%	73.0%	74.9%	75.2%
Passed one subtest	9.5%	9.5%	10.0%	14.1%	12.4%	13.4%
Passed no subtests	0.9%	10.3%	6.7%	12.9%	12.7%	11.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	91.3%	81.0%
English 1	56.3%	65.2%
Biology 1/Applied Biology 2	86.6%	63.0%
Physical Science	48.7%	51.7%
US History and the Constitution	46.7%	41.2%
All Subjects	64.7%	60.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	127	121	420	431
Number of Graduates in Cohort	97	93	301	319
Rate	76.4%	76.9%	72.1%	75.1%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	127	N/A	433
Number of Graduates in Cohort	N/A	101	N/A	312
Rate	N/A	79.5%	N/A	72.9%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,657)				
First graders who attended full-day kindergarten	100.0%	No Change	99.9%	99.6%
Retention rate	1.8%	Down from 3.2%	2.4%	2.3%
Attendance rate	96.0%	Down from 97.8%	95.7%	95.8%
Served by gifted and talented program	14.2%	Up from 11.6%	14.6%	14.0%
With disabilities other than speech	5.3%	Down from 8.1%	7.4%	7.4%
Older than usual for grade	3.1%	Down from 4.9%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.4%	0.5%
Enrolled in AP/IB programs	12.8%	Up from 6.0%	8.2%	12.2%
Successful on AP/IB exams	66.7%	N/A	47.5%	52.9%
Eligible for LIFE Scholarship	29.5%	Down from 62.9%	30.2%	30.3%
Enrolled in adult education GED or diploma programs	20	Up from 0	67	66
Completions in adult education GED or diploma programs	8	Up from 0	31	35
Annual dropout rate	1.9%	Up from 1.1%	2.9%	2.8%
Teachers (n=95)				
Teachers with advanced degrees	67.4%	Up from 65.3%	61.3%	61.2%
Continuing contract teachers	92.6%	Up from 88.1%	87.5%	85.6%
Teachers returning from previous year	92.5%	Down from 93.3%	89.9%	90.3%
Teacher attendance rate	95.9%	No Change	95.2%	95.2%
Average teacher salary*	\$43,079	Down 0.1%	\$45,789	\$46,166
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	15.3 days	Up from 11.0 days	12.5 days	12.2 days
District				
Superintendent's years at district	21.0	Up from 20.0	2.8	3.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 24.3 to 1	21.0 to 1	21.7 to 1
Prime instructional time	90.3%	Down from 93.1%	89.6%	90.1%
Dollars spent per pupil**	\$7,357	Down 6.4%	\$8,856	\$9,140
Percent of expenditures for teacher salaries**	50.1%	Down from 52.0%	53.5%	53.5%
Percent of expenditures for instruction**	51.4%	Down from 54.6%	55.8%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	4	No Change	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.0%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	4.0	No Change	9.0	8.0
Parents attending conferences	100.0%	Up from 96.1%	97.3%	96.6%
Average administrator salary	\$79,328	Down 4.8%	\$78,064	\$78,000

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	104	97.1%	546	64.7%	127	76.4%	Yes
Gender							
Male	51	94.1%	251	65.3%	67	68.7%	N/A
Female	53	100.0%	290	63.8%	60	85.0%	N/A
Racial/Ethnic Group							
White	52	98.1%	289	72.0%	64	76.6%	N/A
African American	49	95.9%	240	55.0%	61	75.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	33	36.4%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	67	95.5%	356	57.0%	67	83.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	97.1%	89.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	452	439	490	495	441	411	1384	1346		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	16.5	16.5	18.4	18.9	15.6	17.6	16.9	18.5	17.0	18.0
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

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School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	3.5 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

2010-11 was another successful year for the Latta Schools. Each of the schools strives to improve student performance and progress. Data analysis and individual student growth continues to drive decisions.

Latta Early Childhood Center completed the training and preparation necessary to offer a Montessori classroom. Their school-wide focus on reading and math instruction is designed to meet the individual needs of each of their students. Their goal is to have every child working on grade level before entering the second grade.

Latta Elementary School continued to improve test scores, and was once again awarded Palmetto Silver for overall performance. There is a school-wide focus on achieving maximum growth and improvement for each individual student. Their goal is to have every student working on grade level before entering middle school.

Latta Middle School also improved its test scores. They continued to offer single gender classes and provide opportunities for eighth graders to earn high school credits. With a better than 90% pass rate on the Algebra I End of Course exam, Latta Middle School is very pleased with the results.

Latta High School continued their tradition of excellence as well. They were awarded Palmetto Gold again this year for Closing the Achievement Gap. Accepted as an approved International Baccalaureate school, Latta High has begun offering IB courses.

Dr. John M. Kirby, Jr.
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Dillon 3 School District consists of 4 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	741	100	30.3	38.1	31.6	79	82.4	Yes	Yes
Gender									
Male	361	100	33.4	36.5	30	74.5	78.7	N/A	N/A
Female	380	100	27.4	39.5	33.1	83.3	86.2	N/A	N/A
Racial/Ethnic Group									
White	443	100	21.9	38.2	39.9	85.3	88.9	Yes	Yes
African American	276	100	45	37.5	17.5	68.4	72.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	78	100	60.5	22.4	17.1	43.4	48.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	516	100	37.5	38.8	23.7	73.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	741	100	25.1	39.6	35.3	85.5	81.9	Yes	Yes
Gender									
Male	361	100	27.8	39.1	33.1	83.6	79.9	N/A	N/A
Female	380	100	22.6	40.1	37.4	87.4	84.1	N/A	N/A
Racial/Ethnic Group									
White	443	100	17.1	39.2	43.8	90.6	88.9	Yes	Yes
African American	276	100	38.7	40.9	20.4	76.6	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	78	100	65.8	21.1	13.2	44.7	47.3	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	516	100	31.5	42	26.5	81.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	495	99.6	36.4	49.8	13.8	63.6	68.6
Gender							
Male	240	100	32.8	48.1	19.1	67.2	68.3
Female	255	99.2	39.8	51.4	8.8	60.2	68.9
Racial/Ethnic Group							
White	295	99.3	27.4	53.1	19.4	72.6	80.7
African American	188	100	51.6	43.5	4.9	48.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	48	95.8	66.7	20	13.3	33.3	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	1	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status							
Subsidized meals	339	99.4	45.2	47.9	7	54.8	57.3

Social Studies

All Students	495	100	35.3	41.9	22.8	64.7	72.5
Gender							
Male	249	100	32.5	37.4	30	67.5	72
Female	246	100	38.1	46.4	15.5	61.9	73.1
Racial/Ethnic Group							
White	290	100	26.5	44.2	29.3	73.5	81
African American	188	100	49.5	39.6	11	50.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	51	100	62	28	10	38	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	1	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status							
Subsidized meals	350	100	40.5	41.7	17.8	59.5	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	242	99.2	27.2	37.4	35.3	72.8	73.2	96.2	96.1
Gender									
Male	108	98.2	39.8	35	25.2	60.2	67.2	96.1	96.1
Female	134	100	17.4	39.4	43.2	82.6	79.4	96.3	96.2
Racial/Ethnic Group									
White	149	98.7	20.7	33.8	45.5	79.3	81.5	95.9	95.9
African American	85	100	41.5	43.9	14.6	58.5	61.3	96.7	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	97.2	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	96.7	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	95.7	95.1
Disability Status									
Disabled	27	96.3	76	24	0	24	26	95.5	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
Limited English Proficient									
Limited English	N/A	N/AV	I/S	I/S	I/S	I/S	65.7	97	96.9
Socio-Economic Status									
Subsidized meals	154	98.7	35.1	40.5	24.3	64.9	63.2	95.8	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	148	99.3	21.6	31.7	46.8	78.4
	4	137	100	16.5	39.1	44.4	83.5
	5	120	100	20	49.6	30.4	80
	6	120	100	23.1	44.4	32.5	76.9
	7	119	100	39.1	40	20.9	60.9
	8	128	98.4	54	26.6	19.4	46
2011	3	123	100	23.1	33.1	43.8	76.9
	4	137	100	26.1	40.3	33.6	73.9
	5	138	100	22.2	37.8	40	77.8
	6	123	100	35	42.5	22.5	65
	7	114	100	36.9	39.6	23.4	63.1
	8	104	100	43.1	35.3	21.6	56.9
Mathematics							
2010	3	148	99.3	30.2	32.4	37.4	69.8
	4	137	100	20.3	44.4	35.3	79.7
	5	120	100	31.3	36.5	32.2	68.7
	6	120	100	16.2	48.7	35	83.8
	7	119	100	25.2	50.4	24.3	74.8
	8	128	98.4	43.5	37.9	18.5	56.5
2011	3	123	100	28.9	31.4	39.7	71.1
	4	137	100	28.4	38.1	33.6	71.6
	5	138	100	12.6	35.6	51.9	87.4
	6	123	100	26.7	43.3	30	73.3
	7	114	100	19.8	44.1	36	80.2
	8	104	100	37.3	48	14.7	62.7
Science							
2010	3	76	100	58.6	20	21.4	41.4
	4	137	100	20.3	63.2	16.5	79.7
	5	60	98.3	44.6	48.2	7.1	55.4
	6	59	100	57.1	41.1	1.8	42.9
	7	119	100	46.1	49.6	4.3	53.9
	8	64	98.4	56.5	29	14.5	43.5
2011	3	61	100	62.3	32.8	4.9	37.7
	4	137	100	26.1	49.3	24.6	73.9
	5	69	98.6	32.8	53.7	13.4	67.2
	6	61	100	42.4	54.2	3.4	57.6
	7	114	100	36.9	57.7	5.4	63.1
	8	52	98.1	29.4	45.1	25.5	70.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	74	98.7	29.6	46.5	23.9	70.4
	4	137	100	14.3	46.6	39.1	85.7
	5	60	98.3	43.9	42.1	14	56.1
	6	61	100	18	73.8	8.2	82
	7	119	100	52.2	39.1	8.7	47.8
	8	62	100	50.8	29.5	19.7	49.2
2011	3	62	100	23.3	51.7	25	76.7
	4	135	100	23.5	53	23.5	76.5
	5	69	100	20.9	46.3	32.8	79.1
	6	62	100	26.2	41	32.8	73.8
	7	114	100	62.2	27.9	9.9	37.8
	8	52	100	52	28	20	48
Writing							
2010	3	145	95.9	32.4	34.6	33.1	67.6
	4	136	100	22.6	47.4	30.1	77.4
	5	117	98.3	31.3	38.4	30.4	68.8
	6	121	99.2	29.7	50.8	19.5	70.3
	7	121	99.2	31.6	43.6	24.8	68.4
	8	130	96.9	40.3	37.9	21.8	59.7
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	138	100	20.7	36.3	43	79.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	104	98.1	36	39	25	64

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	120	94.2	12.3	31.1	28.3	28.3	65.1	68.0	No	Yes
Male	63	95.2	16.7	35.2	22.2	25.9	53.7	63.1	N/A	N/A
Female	57	93.0	7.7	26.9	34.6	30.8	76.9	73.1	N/A	N/A
White	64	96.9	8.5	22.0	30.5	39.0	78.0	79.4	Yes	Yes
African American	53	92.5	17.8	44.4	26.7	11.1	46.7	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	21	66.7	46.2	38.5	15.4	N/A	15.4	74.0	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	78	91.0	15.4	41.5	27.7	15.4	52.3	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	120	94.2	10.4	26.4	34.9	28.3	74.5	62.3	Yes	Yes
Male	63	95.2	13.0	18.5	37.0	31.5	75.9	61.4	N/A	N/A
Female	57	93.0	7.7	34.6	32.7	25.0	73.1	63.2	N/A	N/A
White	64	96.9	8.5	20.3	30.5	40.7	83.1	75.3	Yes	Yes
African American	53	92.5	13.3	35.6	42.2	8.9	62.2	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	21	66.7	30.8	46.2	23.1	N/A	38.5	67.7	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	78	91.0	15.4	33.8	36.9	13.8	63.1	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	121	88.4	63.6	16.8	13.1	6.5	N/A	N/A	N/A	N/A
Male	63	87.3	58.2	21.8	10.9	9.1	N/A	N/A	N/A	N/A
Female	58	89.7	69.2	11.5	15.4	3.8	N/A	N/A	N/A	N/A
White	64	92.2	52.5	22.0	16.9	8.5	N/A	N/A	N/A	N/A
African American	54	85.2	78.3	10.9	6.5	4.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	21	52.4	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	79	84.8	71.6	16.4	10.4	1.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	116	100.0	19.1	22.6	26.1	32.2	67.0	65.9
	2011	120	94.2	12.3	31.1	28.3	28.3	65.1	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	116	100.0	11.3	23.5	30.4	34.8	77.4	62.3
	2011	120	94.2	10.4	26.4	34.9	28.3	74.5	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate, grades K-8	96.0%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year